For this required goal, you are going to use your keyboarding scores from this year to show your Microsoft Excel skills.

You have at least 9 months of keyboarding data: September to May. You were told to record the date of your keyboarding practice, the exercises you did each day, your ACCURACY and your WORDS PER MINUTE. You were also encouraged to practice keyboarding on your own time (so some people will have more scores than others).

1. Using Excel, do the following:
   1. Record the date, words per minute, exercise name and accuracy of ALL your typing scores on a worksheet, in an organized chart. Be sure that your data is readable and organized.
   2. On a separate sheet, create a chart (graph) that shows your ACCURACY over time. Choose the best kind of chart for this data. Be sure that it has appropriate axis labels, title, and legend.
   3. On the same sheet as b, create a chart (graph) that shows your WORDS PER MINUTE over time. Choose the best kind of chart for this data. Be sure that it has appropriate axis labels, title, and legend.
   4. Modify your data lists from a. to show a monthly average for both ACCURACY and WPM.
   5. On a new sheet, create a graph (or two graphs) to clearly show how your average has improved since September for each of ACCURACY and WPM. Choose the best kind of chart(s) for this data. Be sure that it/they has/have appropriate axis labels, title(s), and legend(s).
   6. On a new sheet, create a graph to show what proportion of your practice time you spent on each exercise. Choose the best kind of chart for this data. Be sure that it has appropriate axis labels, title, and legend. If you need to add a column to your data in a. go ahead!
   7. Organize your sheets into an appropriate orderBe sure your sheets are named appropriately.
   8. Go back to each of your sheets and ensure they are neat, readable, and presentable. Use your knowledge of design to make the workbook consistent.
   9. If there are irregularities in your data, explain them on your sheets, near the appropriate chart(s).
   10. If there are other ways you can make the information more useful to your teacher/more readable, please use them. Show off what you know about Microsoft Excel! (Hint: would max/min functions help your teacher see how well you’ve done?)

Marking rubric for self-assessment: Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | Exceeds Expectations | Meets Expectations | Approaches Expectations | Not Yet Meeting Expectations |
| Keyboarding Information | Student includes keyboarding scores for all in-class dates and some from outside of class time. All elements are present (WPM, accuracy, date, lesson) | Student includes keyboarding scores for all in-class dates. All elements are present (WPM, accuracy, date, lesson) | Student includes keyboarding scores for almost all in-class dates. One element may be incorrectly recorded (Characters per minute instead of WPM, for example) | Student is missing many keyboarding scores OR student does not record one or more of the required elements at all. OR Student incorrectly records more than one element. |
| Keyboarding Skills | Student shows great improvement in speed and accuracy of touch typing since September | Student shows significant improvement in speed and accuracy of touch typing since September. | Student shows a little improvement in speed and accuracy of touch typing since September. | Student shows very little or no improvement in speed and accuracy since September. |
| Excel Formatting | Student’s data and charts are exceptionally readable and student shows excellent formatting skills. Student may show use of elements not taught in class. | Student’s data and charts are readable. Formatting uses a broad variety of the skills taught in class. | Student’s data and charts are readable only with effort. More work is needed on formatiing, colour choice, etc. Many skills from in class are used. | Student’s data and charts are difficult to read. Formatting skills are very limited, or student has chosen not to use what was taught. |
| Excel Formulae | Student is able to use formulae taught in class, and also has explored Excel on his/her own to find and use other appropriate formulae | Student is able to use formulae to calculate totals and averages. Student may use other formula styles discussed in class. | Student can use =SUM and =Average, but no other formulae are evident. | Student does not use formulae in his/her work, or consistently uses them incorrectly. |
| Excel Charts and Graphs | Student makes excellent choices to display data clearly in a visual form. All parts of the charts enhance the data displayed. | Student’s charts are well-chosen with some attention to making the information clear to a viewer. | Student usually chooses a good chart to display data visually, but may not always include important labels, titles, etc. | Student does not seem to understand which charts best display which sorts of data, or how to make charts clear for an audience. |
| Organization | Student’s workbook is very well organized, with the needs of the audience in mind. | Student’s workbook is organized, but there is little creativity present. | Student’s workbook shows some evidence of organization. | Student’s workbook shows little evidence of organization. |